

Research on English Writing Instruction in Senior High Schools Based on "Integration of Teaching, Learning and Assessment"

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Abstract: "Integration of teaching, learning and assessment" is a teaching strategy advocated in the basic education stage, and it is also a guide for implementing English teaching in the basic education stage. With the deepening of English curriculum reform in senior high schools, English teaching pays more attention to students' practical application ability. As one of the English language competences for English learners, writing plays an increasingly prominent role in teaching. Senior high school students' English writing ability is generally weak, and many students have various problems in the writing process. This is mainly because students lack sufficient writing training and properly guidance, and teachers' assessment of students' writing is not scientific and comprehensive enough. Therefore, based on the teaching concept of TLA integration, this research discusses how to integrate teaching, learning and assessment in senior high school English writing teaching, so as to develop students' English writing ability and also promote learning through assessment.

Keywords: TLA integration; English writing teaching in senior high school.

1. Introduction

In the newly revised English Curriculum Standard for Compulsory Education in 2022, "promoting the integrated design and implementation of teaching, learning and assessment" is recognized as one of the important teaching suggestions for English curriculum implementation, which points out the direction for English curriculum implementation based on the new curriculum standard concept. It is also pointed out in the "New Curriculum Standard" that teachers should establish the overall educational concept of "integration of teaching, learning and assessment" in actual teaching and promote the implementation of "integration of teaching, learning and assessment". (Li Liang, 2022) Therefore, it is an important task for English teachers to carry out English teaching practice under the concept of "teaching assessment" integration.

With the deepening of English curriculum reform in senior high schools, English teaching pays more attention to students' practical application ability. As one of the English language competences for English learners, writing plays an increasingly prominent role in teaching. However, there are some problems in the traditional English writing teaching mode, such as paying attention to the results, ignoring the process, and the single assessment method, which limits the improvement of students' writing ability. Therefore, the research on senior high school English writing teaching based on "integration of teaching and assessment" aims to explore a new teaching mode of English writing to meet the needs of English teaching reform. The "New Curriculum Standard" for senior high school puts forward the teaching requirements for senior high school English writing, and points out that it is necessary to improve the assessment system of senior high school English writing curriculum and lay the foundation for improving students' English core literacy.

This study can improve the efficiency of senior high school English writing teaching. Based on students' learning

situation, through scientific guidance and comprehensive assessment, students' writing level can be improved, and students' ability and literacy can be promoted. It is also helpful to strengthen the internal relationship between teaching and assessment.

2. Theoretical Basis

(1) Related Research at Home

The predecessor of the concept of integration of teaching, learning and assessment is the concept of "teaching consistency". Cohen, S.A. (1987) pointed out that "consistency" refers to the degree of conformity between assessment and curriculum standards. High-quality "consistency" means that when the curriculum standard is implemented in the assessment process, the two are highly correlated; The low quality "consistency" means that the curriculum standards are not relevant when they are implemented in the assessment process.

Based on this understanding, in 1998, the United States Department of Education cooperated with the Committee on Science Education to establish the Association for Consistency Analysis of Curriculum and assessment, and pointed out that "assessment should be consistent with curriculum standards, and the consistency of teaching, curriculum and assessment should be regarded as a key indicator for States, communities and schools to strive to achieve".

(2) Related Research Abroad

English Curriculum Standards for Senior High Schools (2022 Edition) advocates the establishment of a curriculum assessment system, and teachers should properly handle the relationship between assessment and teaching and learning, so as to promote the integration of teaching assessment.

Lu Zhen (2015) believes that "the integration of teaching, learning and assessment" is a teaching concept, and assessment-driven teaching is the main content of the integration of teaching, learning and assessment. He regards teachers' teaching objectives and students' learning objectives

as a reference for the effectiveness of teachers' teaching, and requires teachers' teaching objectives, students' learning objectives, learning activities and classroom assessment to maintain internal consistency in teaching design and implementation. Through practice, he came to the conclusion that the teaching concept of "integration of teaching, learning and assessment" has created a feasible road for school-based implementation of national curriculum and achieved good practical results.

Professor Wang Chuming (2017), an expert on second language acquisition in China, also put forward the view that "writing can promote learning", and he believes that writing can effectively promote the internalization of language knowledge. Therefore, the purpose of English writing teaching is to enhance students' writing ability and improve their language level.

Scholar Jiang Jingru (2022) concluded through research that, compared with the traditional writing teaching mode, the mode of "integration of teaching, learning and assessment" significantly improved students' writing performance, had a positive impact on students' writing ability and attitude, and helped to realize "assessment to promote teaching, assessment to promote learning, assessment and teaching integration", which is worth popularizing and applying in writing teaching.

After sorting out the theoretical and practical research at home and abroad, the author thinks that the integration of teaching, learning and assessment, as a teaching concept, requires the internal consistency of teaching activities, teaching objectives, learning objectives and classroom assessment in the process of teaching design and implementation. The application of this concept in English writing teaching is helpful to improve students' English writing ability, optimize curriculum design, improve teaching quality and improve education assessment system.

Definitions of TLA Integration

The "New Curriculum Standard" points out that a complete teaching activity includes three aspects: "teaching, learning and assessment". "Teaching" means that teachers grasp the training direction of English core literacy, and achieve the goal of educating people by effectively organizing and implementing teaching and learning activities in and out of class; "Learning" means that students, under the guidance of teachers, actively participate in various language practice activities to transform their subject knowledge and skills into their own core literacy; "assessment" means that teachers determine the assessment contents and standards according to the teaching objectives, and through organizing and guiding students to complete a variety of assessment-oriented activities, they can monitor students' learning process, detect the effects of teaching and learning, and realize the promotion of learning by assessment and teaching by assessment. (Ministry of Education, 2022). It can be seen that the integration of "teaching, learning and assessment" integrates teachers' teaching, students' learning and assessment of effects into a unified whole, and develops around the common goal, pointing to the development of students' core literacy.

The "integration of teaching, learning and assessment" is not the appearance of "consistency" and "correspondence", but the real integration should be a circular process of "teaching and learning-teaching and assessment-teaching and learning again", an internal process of learning, teaching and assessment, and a process of constantly giving birth to new learning, new teaching and new assessment. (Ding Liyun,

2018)

Wang Qiang (2019) summed up the integrated system of teaching, learning and assessment as elements and links such as clear concept, grasping content, analyzing learning situation, setting goals, selecting methods and evaluating effects. Among them, it is clear that the concept is to educate people by discipline and to cultivate people by virtue, so as to point out that teachers can solve the problem of "why to teach". Grasping the content and pointing to the teacher's interpretation of the text is the main content of education and teaching, and it is clear what teachers "teach" and students "learn". The purpose of academic situation analysis is to grasp the starting point of students, understand their general situation, ability level, emotional attitude and other information, pay attention to their existing experience, potential difficulties and practical needs, and provide reference for formulating goals and choosing methods. Setting goals refers to teachers' expectations of students' learning performance based on ideas, contents and learning conditions. The selection method pays attention to the problems of "how to teach" and "how to learn" by teachers. assessment effect refers to the fact that in the process of students' learning, teachers continuously observe students' actual performance according to the teaching objectives, find the gap between them, evaluate students' progress and existing problems in language, culture, thinking and learning ability, and provide reference for adjusting teaching.

3. Problem Solutions

(1) Current Situation of English Writing Teaching in Senior High Schools

Writing is a difficult language output activity and one of the links in English teaching in senior high schools. Senior high school English writing can improve students' comprehensive English application ability. Consolidate and use the language knowledge such as grammar, vocabulary and sentence patterns, improve the ability of written expression, and finally cultivate students' thinking ability, logical analysis ability and critical thinking ability. At present, there are still some problems in English writing teaching in senior high schools: 1. The writing mode is single; 2. Inaccurate language expression; 3. Lack of communication between teachers and students. (Zhang Shunping, 2020)

1) Single Writing Mode

Influenced by the traditional teaching mode, some English teachers do not pay enough attention to students in the process of writing teaching, and the teaching methods are not rich enough, which leads to boring classroom teaching and is difficult to stimulate students' enthusiasm and initiative in learning and writing. In addition, teachers lack a comprehensive understanding of students and lack pertinence and goal in the process of writing teaching. The traditional "spoon-feeding" teaching mode only allows students to repeat mechanical exercises many times, which will hinder the improvement of students' writing consciousness and ability.

2) Inaccurate Language Expression

Ensuring that students have solid and reliable language knowledge and can skillfully apply relevant English vocabulary and grammar knowledge is the basis for improving students' writing ability. However, combined with the actual teaching situation, some students do not have solid basic knowledge, and it is easy to have problems in word spelling and grammar application, which will directly affect the final writing quality. There are also some problems in

writing, such as inaccurate language expression and unclear writing ideas, which will hinder English writing.

3) Inadequate Communication Between Teachers and Students

In the process of English writing teaching, teachers often occupy the dominant position, and students can only passively accept knowledge, so it is difficult to really exert their subjective initiative. In this case, not only can students' writing thinking not be effectively trained, but there are often similarities in the subsequent content expression, and most of them are rewritten and expanded according to the writing template given by the teacher without their own writing ideas. The writing process is often completed by students independently, without the participation of teachers, and often lacks sufficient feedback after writing. Under this teaching situation, the writing process is only repeated mechanical training, rather than students' active thinking and organization, which makes it difficult to improve students' writing level and language ability.

(2) English Writing Instruction Based on TLA Integration

In actual teaching, the achievement of teaching objectives depends on whether students master what they have learned, and the important way to test whether students have mastered it is teaching assessment. Organizing teaching objectives and learning achievements into teaching activities is the inherent requirement of practicing the integration of teaching, learning and assessment. In the teaching practice of senior high school English writing based on the integration of teaching, learning and assessment, we can learn from the teaching method of "reverse design". Theoretically, the purpose of reverse curriculum design points to a certain expected goal, and the curriculum design must conform to the logical order, so it is also called "reverse", which is relative to the traditional sequential teaching. (Zhang Dehai, 2022) The development of students' knowledge is the fundamental purpose in the implementation of reverse teaching. Reverse teaching requires that students' learning objectives should be put in the first place, not teachers' teaching objectives. Reverse teaching design requires teachers to design teaching activities according to the realization of expected middle school students' learning goals. Therefore, teachers should do a good job in curriculum assessment and design before organizing teaching. In this way, the curriculum assessment system is highly embedded with the implementation process of classroom teaching. This way of immediate assessment and correction makes teaching activities carry out efficiently, which embodies the teaching concept of "integration of teaching, learning and assessment".

1) Setting Teaching Objectives: Play the Main Role of Students

The teaching goal of design should be guided by curriculum standards and carried out according to the actual teaching content and students' level. Traditional English writing teaching mode is based on text, and students have not developed their writing enthusiasm and initiative in the learning process, which leads to poor teaching effect. The reverse teaching design emphasizes students' main position in teaching activities. Teachers set teaching objectives according to the requirements of the new curriculum reform and curriculum standards, and cultivate students' ability in all aspects of English writing. Senior high school English writing teaching in reverse design regards the writing process as an opportunity for students to express their feelings according to real life situations. In this mode, students no longer write

English for exams, but realize the application and necessity of writing in real life. Students' writing awareness and ability have also been improved.

2) Design Assessment Task: Check the Teaching Progress Timely

assessment task is the biggest difference between teaching design under the concept of "integration of teaching, learning and assessment" and traditional teaching design, and it is also the key to the integrated teaching design of teaching, learning and assessment. In traditional English writing teaching, assessment is often carried out at the end of the course, and even in some teachers' English writing classes, assessment links are missing. Most of the assessment and feedback on students' writing is done after class, not in the process of writing. Reverse instructional design designs the assessment link in the teaching process, and teachers need to make timely assessment feedback on students' writing process and make targeted assessment on students' writing situation. In this way, teachers can help students solve the problems and obstacles in the writing process in time and realize the expected teaching goals.

3) Arranging Learning Activities: Enhancing Classroom Interaction

In the traditional English writing course, teachers occupy a relatively dominant position in classroom teaching. Teachers usually provide writing-related materials in advance to control students' writing content, methods and time. Therefore, students' participation in class is low. In addition, teachers' teaching content is often directed at writing skills and templates, which leads to similarities in students' content expression, and they will only write according to templates mechanically, but can't combine with actual life situations. The reverse teaching design emphasizes the guidance of students, the writing materials are more suitable for students' real life, and students are mobilized to actively participate in the writing process, so that classroom assessment is embedded in students' writing process. Reverse teaching design requires teachers to give targeted assessment and feedback on each student's classroom behavior in real time so as to monitor and adjust the teaching progress in real time. In senior high school English writing course, teachers can evaluate students' mastery of knowledge through questions and answers, interaction and other ways.

4. Conclusion

The teaching concept of the integration of teaching, learning and assessment requires teachers to re-examine the relationship between teachers' teaching, students' learning and classroom assessment, and make corresponding adjustments in teaching, so as to improve the teaching effect, students' language ability and cultivate students' language literacy. The design of assessment tasks before designing classroom activities embodies the teaching idea of "reverse teaching design", and at the same time, it also realizes the high embedding of curriculum assessment system and classroom teaching implementation process. When implementing the integrated teaching mode of teaching, learning and assessment, teachers give targeted assessment and feedback on each student's classroom behavior in real time, so that teachers can better monitor and adjust teaching activities and improve teaching effect. Therefore, in the process of deepening the new curriculum reform, teachers should practice the educational concept of integrating teaching, learning and assessment in teaching, pay more attention to the

learning process, and embed teaching assessment into the real teaching process to enhance the effectiveness of teaching. Teachers should change teaching ideas, optimize teaching strategies, promote the development of students' writing level and language ability, and realize the promotion of learning by assessment.

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